

THE OLD MARKET STREET SCHOOL
1872-1920

By LOUISE DURHAM

When free education started in the city of Memphis in 1848, the going was very difficult. The city was in debt and every other enterprise seemed to take precedence over education. The schools were housed in rented buildings, in many instances poorly ventilated, over crowded, dilapidated and sadly in need of repairs. In some cases the houses were so unsanitary that the Board of Health had to condemn them. This was true of two schools on Court Street which were eventually moved to the Market Street building.

As far back as 1852 the officials were discontented with rented quarters and began to plan a farsighted building program. At this time Memphis was restricted to the bluff area, bounded on the north by the Wolf River, on the east by the Gayoso bayou, on the south where Iowa Street now is and on the west by the Mississippi River. This area extended about two miles from north to south. After several trials and many errors, the following resolutions were adopted by the mayor and aldermen: "That there be two free schools established, one located in the upper and the other in the lower part of the city, together with a third as near as practical to the center of the town. In the two schools in the upper and lower part of town shall be taught all the branches of a liberal education embracing reading, writing, arithmetic, history, grammar and geography. At the central school shall be taught the higher branches of a liberal education to be hereafter designated the high school."¹ This plan, after being advocated for twenty-four years, was partially realized when in 1872 the Market Street School was opened in the northern section of the city.

¹ David Moss Hilliard, *The Development of Public Education in Memphis, Tennessee, 1848-1945*, (Unpublished Ph.D. dissertation, The University of Chicago, 1946), p. 10.

In the *Memphis Daily Appeal*, January 7, 1872, appeared the following caption in large letters:

OPENING OF THE BEAUTIFUL SCHOOL BUILDING
ON MARKET STREET BY THE MAYOR, THE
GENERAL COUNCIL AND THE SCHOOL BOARD

The new school building on Market Street was formally opened yesterday in a manner that was worthy of the building and the city. Both branches went over in a body headed by the mayor and the city attorney. The members of the School Board were waiting to receive them and conduct them to the exhibition room on the third floor. Immediately on the arrival of the guests, Dr. Maury, president of the Board, was moved to the chair. Mayor Johnson was invited to take a seat on his right." Dr. Maury said the object of the gathering was to receive the magnificent structure which had been reared for the noble purpose of instruction by the skilled hands of architects and artificers, who had made it worthy of the great service it was to perform. Mr. Thomas R. Smith remarked that the completion of the building upon which indeed the citizens of Memphis might be congratulated was an earnest of a bright and prosperous future for the cause of education. "No country can prosper and no liberty be preserved save through the intelligence of its people." Other members of the board expressed their delight in the new building and foretold a glowing future for the cause of education in Memphis. All of the speeches were greeted with loud cheers.

Mayor Johnson, called upon for a speech, told of the early hardships the city of Memphis had experienced in getting public sentiment aroused in favor of public education. He recalled that in 1848 a proclamation had been published inviting the citizens to secure tickets of admission to send their children to the first public schools in the proud but struggling city of Memphis. He reminded them of the reluctance of the parents in those days to take advantage of free education, thinking it was only for paupers and orphans. To be sure there were no publicly built or owned school-houses, but quarters had been rented in centrally located buildings in which classes were to be held daily, taught by eminently qualified teachers. For many years public instruction was not appreciated in Memphis. Mayor Johnson then recalled the dark days of the Civil War and its tragic aftermath. The coffers of the city were depleted. The public buildings and streets were sadly in need of repair, the water works were inadequate, and worst of all was the corruption of the politicians and the apathy of the citizens. "Only now are we beginning to realize the fact that we have the only public school building worthy of the great object of education in the South."

The meeting then adjourned to a sideboard which was fixed up in a corner of the room. All enjoyed sandwiches,

champagne, cigars and more speeches. "Full justice was done to the lunch and then the visitors spread themselves over the building and expressed themselves as well pleased with what they saw."

The building was rectangular in shape, including a basement and three floors above. In the basement were furnaces, coal bin and water pump. The first floor, as the two above, contained four rooms, one at each corner of the building, measuring twenty-six by thirty-three feet, the ceiling being fourteen feet high. Attached to each room was a wardrobe room (cloak room), eight by twenty feet containing pigeon-holes for hats, racks for umbrellas and a wash basin with running water. This was the first hand washing equipment of which we have any record. It must not have functioned efficiently for former students recall drinking from the old oaken bucket and being required to wash their mud stained feet with a dipper full of water. One student told how he walked from where the Sterick Building is now, down a narrow muddy lane to the new schoolhouse, holding his shoes in one hand and his dinner pail in the other. A large hall ran through the middle of each floor from north to south. At the north end of the building was a stairway broken by landings midway between floors. "The stairs are so skillfully arranged that at no place can a scholar fall more than seven steps, platforms being introduced so that the ascent is easy and safe."²

At the first landing was the Principal's room, so arranged that while seated at his desk he could command a full view of the stairs, the first and second story halls and a rear portion of the playground. A speaking tube led to each class room from his office. This was the forerunner of the intercommunication system. Above the principal's office was a room designated as "library." Wash rooms were available for both men and women teachers within the building. The children's lavatories were wooden structures at the rear of the playground, separated by a dirt walk across which neither sex was allowed to cross.

In the class rooms the walls were wainscoted with yellow pine varnished boards, alternating wide and narrow. This was done, said a writer, so that the student would not kick the plaster off the wall when he was trying to solve a knotty arithmetic problem. Each room contained a platform six by eight feet and raised so that the teacher could command a full view of the scholars at their desks. On the third floor

² *Memphis Daily Appeal*, January 8, 1872, p. 2.

a lecture room could be provided by opening large sliding doors which separated two class rooms.

There were eleven grades, or schools, as they were called. Prior to this time the boys and girls had gone to separate schools. Most of the boys in this section of the city had attended the old Poplar Street School, which was held in rooms above the fire station. The girls had attended the Female Academy on the same street. Now they were under one roof and must be welded into a loyal body of Market Street students. So well was this accomplished that one reads in the report of the first principal the following:

Memphis, Tenn.

July 1, 1872.

Gentlemen of the Board,

The Market Street School was organized in January last under the principalship of Mr. F. J. McManus, and on my taking charge on April 1st everything was found in good order . . . The closing exercises, consisting of declamations, dialogues, etc., held in the school building on the last Friday in June, were well attended by the patrons and friends of the school.

Thus has closed the first session of the Market Street School with marked assurance of further improvement.

Respectfully submitted,
Richard Noble Thweatt
Principal³

The next year in 1873, Mr. Thweatt submitted an even better report of the infant school. At the opening of the school in September, there was nearly a full attendance of pupils and through the year an average of ninety-two percent was maintained. He commented on the earnestness, faithfulness and efficiency of the teachers. Through the school generally, he felt that the deportment of the pupils had been good and their results at the close of each terminal examination satisfactory.⁴

Mr. Thweatt evidently laid great stress on these terminal examinations for in his report to the Board in 1874, he said, "In selecting questions for the examinations, they are such that the pupils' answers depend not upon memory, the result of much cramming, but upon his knowledge gained. A more thorough study and understanding of the subject reviewed by the pupil is required, whereby he becomes less and

³ *Annual Report*, July 1, 1872, p. 18.

⁴ *Ibid.*, July 1, 1873, p. 26.

less a mere slave to the text. This is the tendency, and the advantage derived therefrom none can fail to perceive. We would not forget to mention that the stress laid upon 'object teaching', especially in the lower grades, the introduction of other exercises, which, while affording a necessary relief from study, tends alike to the mental and physical development of the pupil."⁵

From the Superintendent's Annual Report, July, 1871, we find that great emphasis was placed upon oral examinations and public speaking.

The schools closed that year with a series of examinations, school by school, which continued through a program of ten days' duration. These exercises were each day favored with the attendance of very respectable audiences, in some schools they were over crowded. A very attractive feature of these public exercises was the intermingling of composition, recitation and amusing dialogues, with the examination on the textbooks. The latter were usually "dry as dust" exercises to the spectators, and were, therefore, very much relieved of their monotony by flowery oratory. The stimulus upon both teacher and pupils, if properly managed, was felt to be a healthful and happy one. Many an eminent statesman, public speaker and orator kindled the flame that burned with such brilliancy in after years upon the stage of the district schoolhouse, when he stood up before parents, friends and fellow classmates to repeat,

You would scarce expect one of my age,
To speak in public on the stage,
And if I should chance to fall below
Demosthenes and Cicero,
Don't view me with a critic's eye
But pass my imperfections by.

"These gems of intellectual greatness and brilliancy are now folded quiescent in our schoolrooms. Buds they are which only need opening to shed their fragrance and beauty upon the world. And how can they be opened except as we bring them to light? Declamation, composition and public speaking are severe tests of natural and acquired ability. We rejoice in their introduction into the schoolroom, and hope we shall have specimens of each from the more advanced schools in our public examinations."⁶

⁵ *Ibid.*, p. 23.

⁶ *Ibid.*, July 1, 1871, p. 11.

If Mr. Thweatt showed pride in his first report to the School Board, the patrons also had cause for pride in their handsome principal. Behind him was a long ancestry of men prominent in the political and social life of the young American republic.

Richard Noble Thweatt had been born in 1844 on a large plantation in Dinwiddie County, Virginia. He was a graduate of the old Hampton City College, Hampton, Virginia. He and his lovely young bride, Betty Gray Green, the daughter of Nathaniel Green, had come to Memphis to make their home and seek their fortune. With his fine education, he easily found a place as a teacher. When someone with ability and vision was needed to steer the course of the new Market School, it was not by chance that Mr. Thweatt was selected. For this position he was paid the generous and magnificent salary of \$1,300 a year.

Mr. Thweatt remained as principal until the close of the school year in June, 1874. In 1878 he contracted yellow fever. Thinking he was much improved, he left his bed to make it available for another patient, Miss Mary Boddie, who was one of his former teachers. Unfortunately he had a relapse and died. His beautiful wife and their children had been evacuated to Mason, Tennessee, along with others fleeing from the stricken city. The shock of her husband's death was too much for the young wife and she died a few months later.⁷ Their bodies rest side by side in Elmwood Cemetery.

Mild epidemics of yellow fever had visited the lowlands of the Mississippi Valley for decades. Memphis fell victim to its ravages in the fall of 1873. The terrified inhabitants fled to the small outlying towns, leaving the former city of 40,000 with a mere 15,000 people. However, with the return of cold weather and frost the people drifted back to their old homes.

The president of the board in his annual report of July 6, 1874, wrote as follows:

Gentlemen:

I congratulate you that we have been enabled to sustain the city schools to the close of another school year. Soon after the opening in September last, the yellow fever scourge came upon us, suspending the schools for nearly two months before they were fully organized in working order, taking from us by death . . . two teachers and thirty-five pupils from

⁷ Statement by his granddaughter, Mrs. Dorothy Thweatt Remmer, Memphis, personal interview.

the Market Street School. Following this we have had a winter and spring of unparalleled embarrassment in the collection of taxes and in the management of the finances of the city. Through all these troubles we have been able to pay our teachers and other current expenses, and keep up the schools, from their resumption in November last, to the close of the school year.

At this time Mr. Thweatt reported 11 schools and during the last term the addition of a 12th school, with an enrollment of 1,113 pupils which would average about 93 pupils to a room.

In the summer of 1878 the worst epidemic of yellow fever visited the city of Memphis, bringing in its wake financial bankruptcy and political and economic chaos. A terrified populace, by rail, by river, by wagon and on foot, formed a migration 25,000 strong. All who could leave the plague-ridden city did so, leaving the nursing and burying to a small group of the braver souls. The Howard Association, which originated in New Orleans and was composed of men who volunteered to nurse the sick, had a very active group in Memphis.⁸ The Market Street School, along with the Court Street School and the Lauderdale School, was used by this association as a hospital. If the old brick walls could speak, many are the tales of heroism they would tell of those who ministered to the patients lying on cots in the class rooms which had been converted into hospital wards.

In 1878, M. D. Muga was elected principal of the Market Street School to succeed W. H. Foute. At this time the name of the school was changed to Smith School in honor of one of the board members, Thomas R. Smith, with the following explanation:

Gentlemen:

I welcome the change of name, notably because the new appellation serves to individualize each school, but also because it is a pleasing and admirable custom to commemorate in this manner the virtues and labors of those who have given their time, talent and money to the schools in the past. I am sure Mr. T. R. Smith would have asked at our hands a monument no more noble and, I trust, no more enduring than that which we erect above them in thus linking their honored names with our public educational edifices.⁹

In the fall of 1882 the pupils of Smith School were delighted to find that their building had been thoroughly repainted inside and out,

⁸ J. M. Keating, *History of the City of Memphis and Shelby County, Tennessee* (Syracuse, New York: D. Mason and Co., 1888), pp. 655-665.

⁹ *Annual Report*, July 1, 1879, p. 16.

"and as evidence of their gratitude for your considered provision, they have extended themselves to prolong their inviting appearance."¹⁰

The event that was to color the history of the school for decades to come, and have a profound influence on the development of education in Memphis, was the election of Miss Annie Christine Reudelhuber as principal of Smith School.

In the early part of the 19th century, John D. and Evelyn Wilhelmina Reudelhuber, who were born, reared and married in the Rhine Provinces of Germany, immigrated to the hospitable shores of America and settled in New Orleans. Seven children were born unto them, five sons and two daughters. They moved to Memphis before the Civil War. Here the children were educated in the public schools of the city. The parents were baptized in infancy as Lutherans but attended the First Presbyterian Church here, in which their children were trained and became members. The family possessed many sterling qualities of head and heart. One of the sons, popularly known as Capt. J. S. Reudelhuber, was quite a military genius and served in the light artillery at the age of seventeen during the Civil War.¹¹

The daughters were the only survivors, their father having passed away in 1872 and the mother in 1881. The eldest daughter, Miss Annie Christine, attended the public schools in Memphis, engaged in teaching at the age of fifteen years, and step by step was promoted until she was made the principal of the largest school in Memphis and ranked second to none in ability. Her sister, Miss Pauline, was graduated from the Memphis public schools with first honors and later became principal of the Merrill School. "Both distinguished themselves not only as efficient inparters of knowledge, but also as able disciplinarians."¹²

There was a romantic side to Miss Christine's life that few people ever knew. She fell in love with a Yankee soldier stationed in Memphis. Both had family responsibilities. After the war he returned to his home in Philadelphia to care for his aged mother. So strong was her sense of duty that she kept her job as a teacher and assumed the support of her parents and the education of her younger sister.

¹⁰ *Ibid.*, July 1, 1882.

¹¹ *History of Tennessee* (Nashville: The Goodspeed Publishing Co., 1887), p. 1031.

¹² *Ibid.*

When Miss Christine, as she is always referred to by her former students, took over the principalship at Smith School in the fall of 1882, she had a strong, well trained faculty. Many of the city's most successful principals and teachers received their training under her careful and strict supervision. Miss Cora Ashe, afterwards principal of St. Paul School, who had been graduated with high honors and received the superintendent's medal had joined the Smith School faculty in 1878. Miss Alice O'Donnell, beloved by all, received her first experiences at Smith School.

In 1882, the Smith School had eleven classes, or schools, with 900 pupils. This would be an average of 75 pupils to a room.

Mrs. E. J. Crockett was principal of the senior department. The annual commencement exercises of the Memphis City Schools of June 1, 1882, were held at Leubrie's Theatre. Prominent on the program was Miss Florence Dreyfus, who read an essay on "Aesthetics," and Miss Liddie Creighton, valedictorian, whose subject was "Illusion." Both Miss Dreyfus and Miss Creighton were later to become members of the faculty. At the death of Miss Christine, Miss Dreyfus was made principal and served in that capacity for twenty-two years. One of those who attended these exercises at the Leubrie Theatre recalls that the manager charged ten cents admission to all except the participants.

Miss Christine was a wonderful disciplinarian, fair and just, but a stickler for strict obedience. Her word was law and no one had the temerity to gainsay her. Smith School was located in a turbulent neighborhood. Two rival gangs, the Pinch gang and the Goat Hill gang, vied for pugilistic honors.

The name Pinch had originated in a rather curious way. Just south of the school the Bayou Gayoso had formed a lake with the help of overflow water from the Wolf River. A colony of shanty-boat fishermen made their home and living on this lake. Being very poor, lean and hungry, they were dubbed the "Pinch-Guts."¹³ Long after the colony disappeared the name "Pinch" stuck to that part of the city, and even today many of the old timers still refer to the northern section as "Pinch."

Those gang wars were always carried on away from the school grounds, for no hoodlumism was tolerated by the principal. Boys being

¹³ James D. Davis, *The History of the City of Memphis* (Memphis: Hite, Crumpton & Kelly Printers, 1873), p. 109.

boys, there were fights over apples, carrying the girls' books, and teacher's pets, but Miss Christine had her own method of settling these emotional outbursts. Order on the playground was maintained by means of a brass bell which she carried around in her hand. When the clapper of that bell struck, the pupils gave heed. It has been said that Miss Christine seldom whipped a child, but that when she shook you, you were so completely shaken you never repeated the offense. Yet at no time did this fragile little lady weigh over a hundred pounds.

All of the teachers regarded their principal with a depth of affection that has lasted down through the years. Though she may have been thought eccentric in her dress and particularly in her choice of hats, there was an individuality and distinction about her that set her apart from the average person. It is hard to think of Miss Christine without seeing her hat with its elegant plume nodding in the air. Those who knew her best admired her learning and deep wisdom. Dr. Brugge, recalling the days when he was a small boy sitting on the narrow steps of Miss Christine's home on Poplar Street, says that he remembers listening with awe to the conversations between Miss Christine and his father. Walking home along the lamplit street, his father would remark, "A fine woman, wonderful character, and one so well versed in all the topics of the day."¹⁴

Miss Christine's niece, Mrs. R. M. Whitney, who now lives in Chicago, says of her aunt, "Her outstanding attributes were her happiness in her work and her great love of people. There were no strangers to her. She met people with a warmth of friendliness and gave them of herself. She lived her motto, 'Love, Sunshine and Flowers in Life.' She was a deeply religious woman and lived and moved in faith. The prayer she kept on the blackboard in her office, 'As I begin another day, I ask Thee, Lord, to guide my way,' was also the prayer she kept in her heart."¹⁵

As the city grew, the schools grew also. From an enrollment of 1,599 white children in the public schools in 1854, the enrollment had grown to 10,000 by the year 1900. Prior to this period many of the finest homes in the city had been built in this section. A group of these old homes are still standing on Adams Street near the present site of the Juvenile Court. The Market Street School was often referred to as

¹⁴ Statement by Rev. Victor Brugge, Memphis, personal interview.

¹⁵ Statement by Mrs. R. M. Whitney, Chicago, personal interview.

"the silk stocking school."¹⁶ A list of pupils who attended the school during this era includes the names of some of Memphis' most successful business and professional men.

During the early nineteen hundreds the annual field day had its birth. Each school vied with the others for honors in their display of athletic prowess. The contests were held in May, with the hot sun streaming down upon the field, but it was not as hot as the fires of school loyalty that burned in the breast of each participant. Onto the field streamed the Smith School children, clad in white middies and white shirts. Firmly grasped in their moist hands were the wands, their green and white streamers floating from each end. Down the field they marched led by Miss Christine and two stalwart boys bearing the green and white school pennant. Flanking the student body at intervals were the teachers, straight as ramrods and faces forward . . . but with one eye cocked on their charges. Smith school never left the field without winning some honors. During the years a splendid record has been maintained by the school in competitive sports.

Health was not neglected. In the report of the superintendent for 1882-83, he had stressed that these Health Rules be observed in all the schools:

No pupil could be admitted without a vaccination scar. This had been in force for nearly twenty years.

The schoolrooms and premises had to be kept scrupulously clean.

Cleanliness of person and apparel of pupils was to be exacted. The clothing should be clean, no matter how cheap or worn-out it was.

Neither pupils nor teachers were allowed to enter a school building while smallpox, scarlet fever, measles, or diphtheria existed in the house or place of residence of pupils or teachers.

Before being admitted into the schoolroom a pupil had to have a written statement from the attending physician saying that it was safe and prudent for them to return after having any of the above diseases.¹⁷

In this same period under the leadership of Mayor E. H. Crump, a public health service was established in the city schools. To be sure, there had been some health work carried on before, but now a doctor and a nurse were to be assigned to certain schools. Smith School was most fortunate in having young Dr. S. L. Wadley, just out of medical

¹⁶ *The Commercial Appeal* (Memphis), May 17, 1931, Sect. 1, p. 5.

¹⁷ *Annual Report*, July 1, 1883.

school, assigned as school doctor. With him came Miss Floyd Nichols as the first school nurse.

Through the years this health service has grown and expanded. Today it is a vital part of the school program. Physical examinations, eye and hearing tests are made by school nurses and doctors. X-rays and dental clinical work are carried on in the most modern of mobile units brought to the school grounds for this purpose. It must be a source of great pride to Dr. Wadley, who is now an official of the public health service in Memphis, to review the growth of the public health program since his days at Smith School.

According to tradition, it was one of the teachers at Market Street School who first organized a group of children to take part in games and handicraft at Market Square Park during the summer vacation. This was the germ of the idea of supervised summer recreation which has made the Memphis Park Recreation Program outstanding in the United States.

Despite the modern theory of germs, children drank from the same bucket and dipper . . . and many survived to adulthood and even old age. To supplement the meager heat of the furnaces, stoves were placed in the rooms at the north end of the building. From old records we learn that at no time was the heat over 60 degrees, which makes it easy to understand why red woolen underwear and long black stockings were standard items of attire. The girls' long, full dresses reached to the top of their high buttoned shoes.

With the turn of the century a new group of children began to attend the school. These were the children of immigrants, who, hearing of the wonders of America and the opportunities for education and achievement, decided to make their homes in the heart of the Southland, in Memphis. Coming from such different environments and with varied languages and cultural backgrounds, many of the elder people found schooling to be a hard and discouraging task. To their children, education was a challenge and an invitation. Under Miss Christine's wise guidance, backed by a loyal and devoted faculty, these children were taught the American way of life—honesty, industry and independence. Today many of the most influential and honored citizens of Memphis are the sons and daughters of these "new Americans," who placed their children within the hospitable walls of the old Market

Street School. So large was the percentage of Jewish children at this time that in many classes there was not a single gentile child.¹⁸

In the May 27, 1901 edition of *The Evening Scimitar*, there appeared the following headlines:

"CITY'S GATES THROWN OPEN TO THOUSANDS OF GUESTS. FORTY THOUSAND STRANGERS WILL BE IN THE CITY BEFORE NIGHT FROM NEW YORK TO CALIFORNIA, THE BOYS WHO WORE GRAY ARE COMING."

The city was aflutter over the event. Confederate flags and uniforms were unpacked. Guest rooms throughout the city were made ready for the out-of-town relations. Citizens' meetings were held to make plans and raise money for the occasion. The papers carried the news that 60,000 out-of-town visitors would attend the event. The hotels could not accommodate such an influx of guests. Where could they be quartered? The Market Street School had come to the forefront with an invitation to the veterans in gray. Cots were placed row on row in the halls and class rooms until it looked more like an army barracks than a place of learning. Market Square Park, just across the street from the school, served as a good drilling ground and also as a quiet retreat after the strenuous days of parading, sight-seeing and festivities. A brilliant address of welcome was given by Bishop Gailor to the Sons of Veterans.¹⁹ The Bishop, as a young child, had come to Memphis with his parents and received his first public school instruction at the hands of Miss Christine. Thus the old building has served as a school, a hospital and an army barracks.

Time marches on, the peaceful era of the early twentieth century was shattered by the first World War. Miss Christine saw hundreds of her "own boys" march away to war, to uphold the values and loyalties she had tried to instill in them. Each day she read the casualty list to see if her boys were missing in action. Each night she prayed fervently for their safe return. When they did come home, one of the first places they visited was the old schoolhouse. The building seemed unchanged, but they noticed Miss Christine was frailer but no less valiant. Then on February 20, 1920, *The Commercial Appeal* carried this notice:

"Memphis Public Schools closed in honor of Miss Annie Christine Reudelhuber who died in the line of duty."

¹⁸ Statement by Rev. Victor Brugge, Memphis, personal interview.

¹⁹ *Memphis Evening Scimitar*, May 28, 1901, p. 1.

Professor Wharton Jones issued an order which said, "to honor the memory of one who has taught so long and so well in the public schools of Memphis. The service of Miss Christine, for she was best known by that name, began before the Civil War and her record as a teacher has been remarkable. Her record for length of service and loyalty to the cause of education has never been surpassed."²⁰

From ten o'clock in the morning until two o'clock in the afternoon, the body of Miss Christine lay in state in the First Presbyterian Church. It was viewed for the last time by hundreds of children, young men and women, people in middle life and many on whom the weight of years was beginning to rest heavily. There was many a tear stained cheek as her friends passed on after looking down upon her kindly face for the last time.

Dr. C. H. Williamson, her pastor and lifelong friend, conducted the service. "No words we can utter would be a fit memorial to this woman, her life is her memorial. She has spent it in doing foundation work for the citizenship of America."²¹ Prof. Jones, Superintendent of Education, called attention to the democracy of her teaching in the number of Italian, Russian and French children she had taught, always impressing on them the clear ideals of justice, truth and good government so firmly that none of them has ever forgotten it.²²

The teachers of Market Street School sat in a body and occupied a place of honor. The ushers were boys of the school. Members of the February graduating class, representing a number of different nationalities, acted as a guard of honor.²³ Thus surrounded by those she loved most, Miss Christine Reudelhuber was laid to rest in Elmwood Cemetery.

After her death, the name of the school was again changed, this time to honor its most distinguished principal, Miss Christine. And so the old building has borne the names of Market Street, Smith and Christine, each dear to the generation that pursued knowledge within its historic walls.

On May 26, 1952, the 80th Anniversary Celebration of the Market Street School was held. Fifteen hundred former students and friends

²⁰ *The Commercial Appeal* (Memphis), Feb. 20, 1920, p. 6.

²¹ *Ibid.*, Feb. 21, 1920, p. 7.

²² *Ibid.*

²³ *Ibid.*

gathered to pay tribute to the old school and all that it stood for. The program was held on the campus at which time a bronze plaque was presented to the school by the alumni. A collection of over a hundred and fifty photographs of class pictures drew a large crowd and many nostalgic reminiscences.

A souvenir booklet called *The Christine Story* was published to commemorate the occasion and dedicated to:

The Teachers, who, bearing in their hands the lamp of knowledge, have handed it on to their pupils, inspiring in them a desire to achieve true nobility of character and success in their chosen profession;

The Pupils, who by grasping the lamp of knowledge and fulfilling the obligation placed upon them, have become citizens of whom their city and country may justly be proud.